

## Evaluation Rubric

SKILL	9-10	7-8	5-6	3-4	1-2	Points earned
<b>Posture/Stance</b>	Excellent: standing or sitting with back straight, instrument held perfectly	Very Good: standing or sitting straight, instrument slightly sagging or positioned incorrectly	Good: Mostly standing or sitting straight, instrument sagging or positioned incorrectly	Fair: some attempt made to sit or stand straight, still lacking good posture, instrument mostly held incorrectly	Poor: slouched, leaning too far forward or too far back, elbows sticking out or tucked too close to body, instrument held incorrectly	
<b>Bow hold</b>	Excellent: (violin/viola) Bent thumb, pinkie curved, fingers curved onto stick at first bend and spaced correctly on bow, hand slightly leaning toward tip, relaxed, secure hold; (cello/bass) Thumb curved, fingers curved over stick and spaced correctly on bow, relaxed, secure hold	Very Good: Bent thumb, flexed fingers, straight pinkie, too much or not enough lean toward tip, some tension apparent in hand or fingers	Good: Bent thumb, fingers somewhat flexed, hand leaning too much or not enough toward tip, straight pinkie, tension evident in hand or fingers	Fair: Some attempt to have fingers and thumb in correct placement, still awkwardly bent or straight fingers and/or pronated hand	Poor: Straight or awkwardly bent fingers and thumb, pronated hand, no correctness	

<p><b>Bow arm/bow use</b></p>	<p><b>Excellent:</b> (violin/viola) Correctness of bow arc, forearm moves separately from upper arm with fluidity, student uses whole bow, bow is straight and in lane 3</p>	<p><b>Very Good:</b> Slight incorrectness of bow arc, forearm mostly moves separately from upper arm, some hinderance at frog, bow is mostly straight, can almost use whole bows, not fluid</p>	<p><b>Good:</b> Slight incorrectness of bow arc, bow is mostly straight but student only uses half the bow, bow is tipped correctly</p>	<p><b>Fair:</b> Incorrect bow arc, elbow too low or too high, occasional separate forearm motion, less stiffness but bow still slides across lanes, student can use six inches of bow, bow is tipped incorrectly and is somewhat crooked</p>	<p><b>Poor:</b> Incorrect bow arc, elbow too low or too high, arm moves with elbow locked, stiffness, student uses very little bow, bow slides across lanes, bow tipped incorrectly and is crooked</p>	
	<p><b>Left arm</b></p>	<p><b>Excellent:</b> (violin/viola) Arm is pulled under instrument, wrist is lined up with arm, not hyperextended (cello/bass) arm is held up open and free to move around, wrist is lined up correctly with arm</p>	<p><b>Very Good:</b> (violin/viola) arm is under instrument but wrist isn't completely lined up; (cello/bass) arm is nearly correct, some incorrect wrist alignment</p>	<p><b>Good:</b> (violin/viola) arm is under instrument, wrist is slightly cocked, flattened or hyperextended; (cello/bass) arm is lifted but wrist is incorrectly aligned</p>	<p><b>Fair:</b> (violin/viola) Arm closer to instrument, wrist is cocked incorrectly, flattened or hyperextended (cello/bass) arm is slightly lifted,</p>	<p><b>Poor:</b> (violin/viola) Arm sticks out to the left, wrist is cocked incorrectly, flattened or hyperextended (cello/bass) arm is along side body, wrist is cocked incorrectly</p>

<b>Left hand</b>	<p>Excellent: (violin/viola) Hand stands up on right side of fingerboard at proper level, fingers make tabletops, wrist is straight in alignment with forearm, thumb is level with fingerboard and not too far forward, hand is</p>	<p>Very Good: Hand is nearly standing up correctly, fingers mostly make</p>	<p>Good: Fingers make tabletops but hand is cocked incorrectly under neck, some tension in hand or fingers</p>	<p>Fair: Some tension in hand and fingers, some fingers collapse, hand is slightly cocked incorrectly under neck, slightly grabbing neck</p>	<p>Poor: Tension in hand and fingers, awkward / incorrect position, fingers collapse, hand cocked under neck, grabbing neck</p>	
<b>Intonation</b>	<p>Excellent: Intonation is accurate in all ranges and keys</p>	<p>Very Good: Intonation is mostly accurate; the student adjusts the few problem pitches to an acceptable standard</p>	<p>Good: Intonation is somewhat accurate but consistently includes out-of-tune notes; the student adjusts these pitches with fair success</p>	<p>Fair: A basic sense of intonation is evident, yet major errors occur; the student makes little attempt to adjust pitch</p>	<p>Poor: Intonation is consistently inaccurate and hinders the quality of performance; student makes no attempt to correct pitch</p>	
<b>Tone quality</b>	<p>Excellent: Tone quality is clear, full, rich and characteristic of the instrument</p>	<p>Very good: Tone quality is mostly clear and full with occasional lapses</p>	<p>Good: Tone quality exhibits some flaws in production (slightly thin/unfocused/scratchy or forced sound)</p>	<p>Fair: Tone quality has several flaws in basic production (consistently thin/unfocused/scratchy or forced sound)</p>	<p>Poor: Tone production is of a quality that hinders the performance</p>	
<b>Rhythm/Counting ability</b>	<p>Excellent: Rhythms are accurate and precise throughout the performance</p>	<p>Very Good: Rhythms are nearly accurate; occasionally rhythms lack precise interpretation</p>	<p>Good: Most rhythm patterns are accurate, but errors in precision are present</p>	<p>Fair: Many rhythms performed incorrectly, or inconsistently, major errors are present</p>	<p>Poor: Rhythms are consistently performed incorrectly; clarity and precision are essentially nonexistent</p>	

<b>Musicality</b>	<p>Excellent: Performance demonstrates full control of tempo, dynamics, phrasing and expression consistent with the style of the piece</p>	<p>Very Good: Performance demonstrates good control of tempo, phrasing and expression consistent with the style of the piece; consistency may be somewhat limited, but rarely distracts from the performance</p>	<p>Good: Performance demonstrates basic control of tempo, phrasing and expression; basic knowledge of style is evident; many stylistic inconsistencies are present</p>	<p>Fair: Major errors in control of tempo, phrasing and expression; stylistic inconsistencies prevail throughout</p>	<p>Poor: Lack of control of tempo, phrasing and expression hinders the performance; attempts at stylistically correct performance are unsuccessful or non-existent</p>	
<b>Note Reading</b>	<p>Excellent: Correct notes, rhythmically correct, correct key</p>	<p>Very Good: A few note reading mistakes, mostly rhythmically correct, mostly correct key differentiations, correct attempts at dynamics, tempo and articulations in sight reading</p>	<p>Good: Mostly correct notes, some rhythmic correctness, some ability to distinguish key differentiations, very little notice of dynamics, tempo, articulations in sight reading</p>	<p>Fair: Some idea of what the notes are, no rhythmic understanding, unable to distinguish key differentiations, no notice of dynamics, tempo, articulations in sight reading</p>	<p>Poor: No comprehension of written music, plays wrong notes with incorrect rhythms</p>	
<b>Total</b>						